



with Teach
DAVE

masterclass

**Keep calm and carry on
teaching teenagers!**

Session 1: 14th April 2021



DAVID SPENCER

After studying languages at Oxford University, David Spencer trained to be a Secondary School teacher. He then moved to Spain where he has been living and teaching ever since. He continues to teach teenage students every day in a school near Madrid. Dave began writing courses for Macmillan in 1994. His brand new series for teenagers is a multi-level course designed to prepare teenage students for exams and life after school. Dave has given talks to teachers in twenty-eight countries and is active on social media.

Follow Dave Spencer at facebook.com/teachwithdave

EXTRA MATERIALS

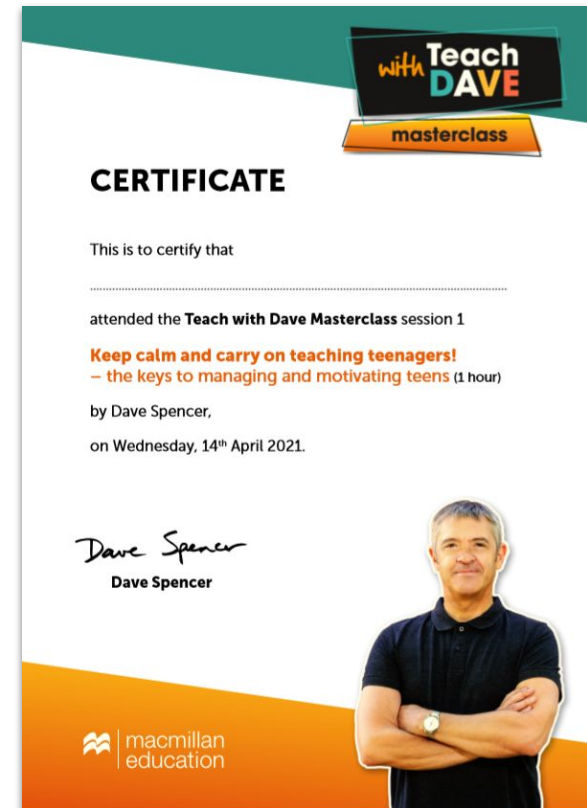


Next week you will receive an email with access to a special post-webinar package, including:

- a handout with different activities to try and test with your students
- a podcast with Dave Spencer,
- a link to the recording of the session,
- a link to your personalised certificate of attendance.

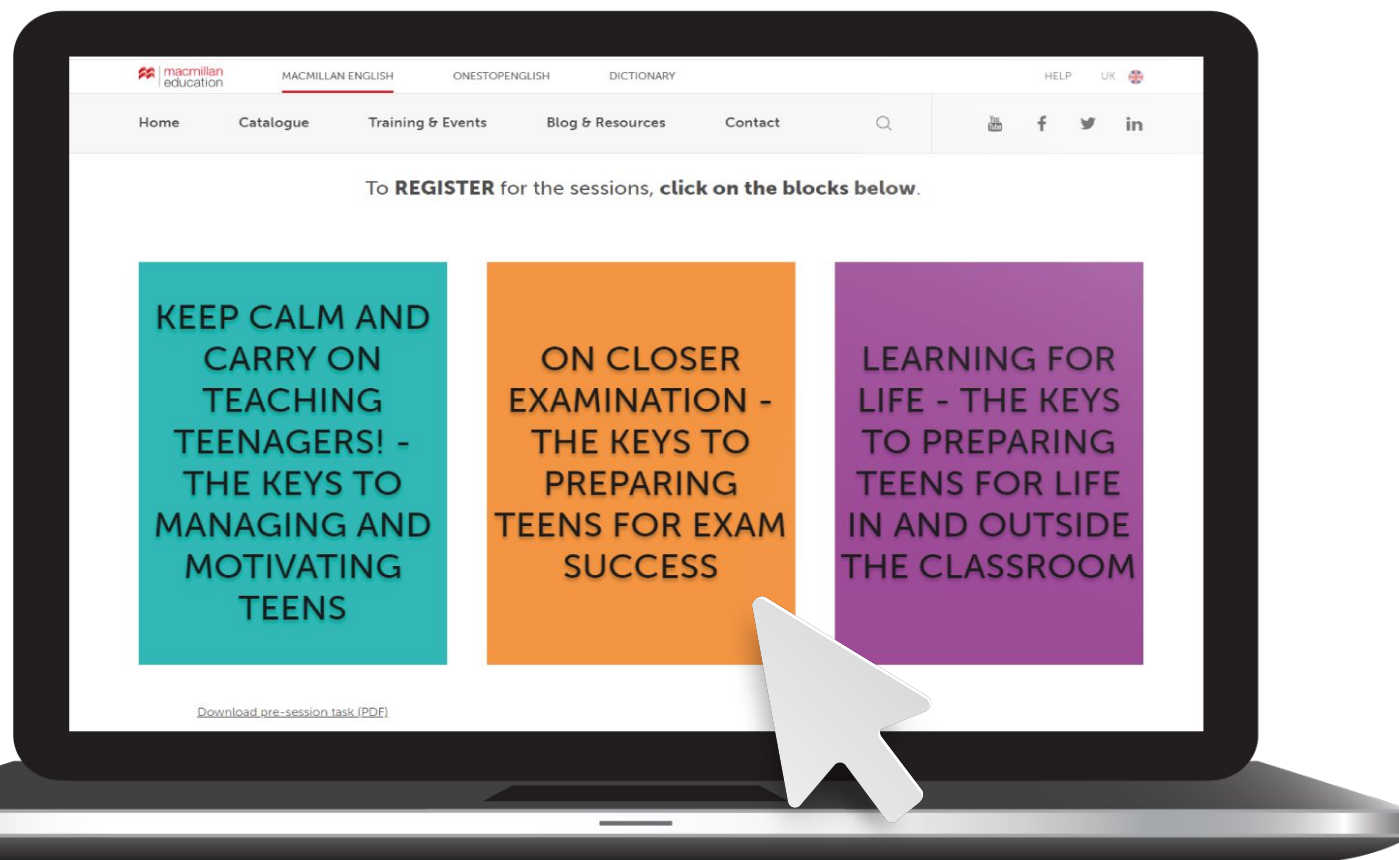


DOWNLOAD CERTIFICATE



The link to download certificate of attendance will be sent next week in the same email. Check your mail boxes next week.

REGISTER for the upcoming sessions



On closer examination

The keys to preparing teens for exam success

12th May, 2 p.m. UK time

Learning for life

The keys to preparing teens for life in and outside the classroom

16th June, 2 p.m. UK time

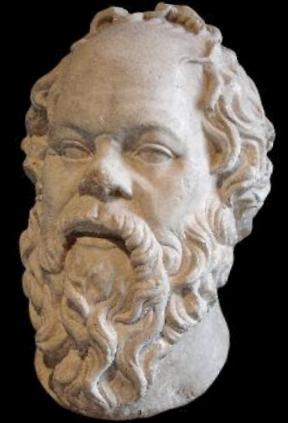
macmillanenglish.com/teach-with-dave-masterclass

“ ”

‘Children nowadays just love the easy life. They’re bad mannered, show contempt for authority, and disrespect for their elders. They answer back to their parents and they drive their teachers mad.’

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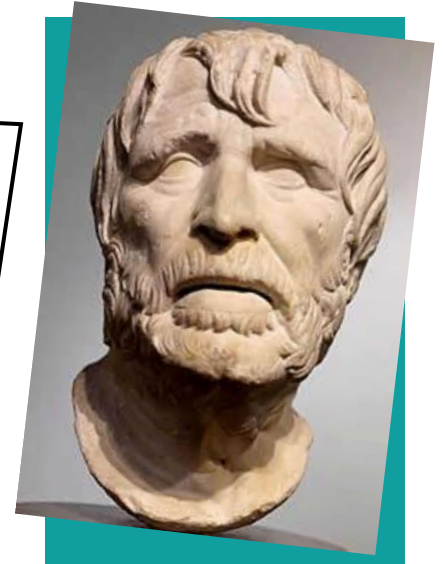


“ ”

‘I see no hope for the future of our people if they are dependent on the frivolous youth of today. When I was young, we were taught to be discreet and respectful of elders, but today’s youngsters have no respect.’

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To consider before we begin:

- Differences between each country, city, school type, school, class, class size, day, time of day...
- Differences between us as teachers – age, experience, personality, beliefs...
- (Differences between face to face, online, hybrid teaching situations)

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So...:

- Feel free to QUESTION and above all to ADAPT what I say to try it out and see if it works for YOU and YOUR STUDENTS

To consider before we begin:

- Differences between each country, city, school type, school, class, class size, day, time of day...
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- (Differences between face to face, online, hybrid teaching situations)

So...:

- Feel free to QUESTION and above all to ADAPT what I say to try it out and see if it works for YOU and YOUR STUDENTS
- Oh, and remember. An hour is an hour!

I agree	I disagree	It depends

1. You should know your school's policy towards (lateness, use of smartphones, not doing homework...)

I agree

I disagree

It depends

2. You should negotiate classroom rules with the students.

I agree

I disagree

It depends

3. You should always remember that you're the adult in the room.

I agree	I disagree	It depends
---------	------------	------------

4. You should not smile too much early on in the year with a new group of students.

I agree

I disagree

It depends

Agree, disagree or it depends?

5. You should not admit that you don't know an answer nor apologise for mistakes you make.
6. You should do what you say you're going to do.
7. You should spot examples of good work and behaviour and let students know you've spotted them.
8. You should try to limit discipline problems by planning classes and activities carefully.



INVOLVE STUDENTS

'Tell me and I forget.

Teach me and I may remember.

Involve me and I learn.'

(Or at least I won't get bored and start daydreaming or causing trouble.)

4



FEEDING THE PLANET

Vocabulary in context

Food and meals

Describing food

- 1 **SPEAKING** Put these words in the correct place in the table. Use a dictionary if necessary.

Food

avocado • butter • carrot • cherry • chips • cod • cream • crisps • lamb • lettuce • muffin • oil • olive • pancake • peas • peach • pie • plum • prawn • rice • semi-skimmed milk • spinach • sweetcorn • tuna • turkey

Fruit	Vegetables	Meat/Fish/Seafood
Dairy products	Sweets/Bakery products	Other

- 2 **SPEAKING** Explain these words and give one or two examples of food that go with them. Use a dictionary if necessary.

Describing food

baked • boiled • fattening • fresh • fried • frozen • greasy • juicy • processed • raw • roast • rotten • salty • spicy • stale • tasty

boiled – cooked in very hot water, for example eggs or potatoes

- 3 **SPEAKING** Describe a type of food or drink. Can your partner identify it?

It's a type of meat. If you buy it fresh, you can roast it. It can also be processed. It comes from a bird that's bigger than a chicken.

- 4a Complete the Culture exchange text with the correct form of some of these words.

Meals

canteen • dessert • dish • fast food • main course • packed lunch • school meal • snack • starter • vending machine

- 4b Listen and check your answers.

Culture exchange



School food in Australia

In Australian schools, there is sometimes a (a) a room where you can eat. This is a place where students can buy something for lunch, like a simple restaurant. It isn't always cheap, but you can choose what you want. If you're hungry, you can buy a warm (b) like a meat pie with vegetables, or lasagne. Meat is popular in Australia and the most popular national (c) are lamb or barbecued sausages. They often sell (d) like burgers, pizzas, kebabs or nachos, too. If you prefer something light you can just pick up a simple (e) like a sandwich, for example. There are always a variety of (f) like fruit salad, cakes or ice cream. At Australian schools they usually eat just two courses. They don't usually have a (g) something light to begin the meal.

Other Australian students take a (h) to school, which their parents usually prepare. They take it in a box. Because of the good weather, it's popular to eat outside. There are usually lots of water fountains around the school, which they call 'bubblers'. There are often (i) too. These sell drinks or packaged food, but in theory they don't sell unhealthy products.

Collaborative project 2

page 57

Use it ... don't lose it!

- 5 **SPEAKING** Ask and answer the questions.

- On a school day, what do you usually have for lunch and where?
- What are some typical national dishes from your country? Do you like them?
- Which three words from 2 best describe the food you most frequently eat?

Reach higher

page 137

Use it ... don't lose it!

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Reach higher

page 137

STRUCTURE ACTIVITIES

*Try to always have
clear scaffolding and
concrete objectives.*



**Talk to your partner
about what you usually
do after school.**



**Talk to your partner
about what you usually
do after school.**



Not very structured approach – no specific goal

**Find at least FIVE things
that you and your
partner both usually do
after school.**



**Find at least FIVE things
that you and your
partner both usually do
after school.**



A specific goal ('find five things')

Open-ended so that students can't say 'Finished!' ('find at least five things')

Promotes empathy and a positive atmosphere (things you have in common with your partner)



CORRECT SENSITIVELY

- *Listen to **WHAT** students say, not just **HOW** they say it*
- *Have a clear idea of what the main aim of your activity is.*
- *Decide how important that main aim really is.*

Teacher: How are you today, Ivan?

Ivan: Very bad. Yesterday my father have an accident.

Teacher: How are you today, Ivan?

Ivan: Very bad. Yesterday my father have an accident.

Teacher: No, Ivan! That's terrible!

Teacher: How are you today, Ivan?

Ivan: Very bad. Yesterday my father have an accident.

Teacher: No, Ivan! That's terrible!

It should be 'My father **HAD** an accident.'

Teacher: How are you today, Ivan?

Ivan: Very bad. Yesterday my father have an accident.

Teacher: No, Ivan! That's terrible!

It should be 'My father **HAD** an accident.'

Past simple for a single, completed action with a specific time reference.

BE READY FOR FAST-FINISHERS

Keep them involved by:

- *Having open-ended activities*
- *Insisting on quality-control*
- *Having activities to keep them interested and busy*
 - *Aiming high*





Reading

SAVE THE PLANET.

Eat less meat?



When you go out next weekend, will you go for a burger? Maybe you should rethink your plans. A recent study by the EAT-Lancet Commission says that in the future we will need to reduce our consumption of red meat, in Europe by 77% and in the US by 84%. Expert Marco Springmann says we will need to reduce it by 90% or global warming is going to get out of control.

So what's the connection between eating meat and saving the planet? According to the Water Footprint Network report (2010), to produce one kilo of beef it takes 15,145 litres of water. You also need 28 calories of cereals for every calorie of meat produced for human consumption. So to grow more food for animals, some farmers are cutting down rainforests. This automatically speeds up global warming. And the methane and nitrous oxide emissions from the cows themselves are also speeding the process up. Another big worry is that there is not enough land to feed the world. Right now, there are about seven billion people on Earth. To feed them, we use about 40% of the planet's total land mass. But based on the latest numbers the population is going to grow to about 10 billion by 2050. And there isn't much more land we can use for farming because the rest is on mountains, deserts or ice.

One possible solution for the meat problem is to create it artificially in laboratories. This is what they are doing at Maastricht University in the Netherlands. Professor Mark J

Post produced the world's first lab-grown hamburger there in 2013. The burger was tasty, but overpriced – it cost \$330,000 to make. The price has gone down since then, but it's still relatively expensive. Also, the meat is dry, not juicy like natural meat. Once Post and others have solved these problems, lab-grown beef will be a real option. In fact, experts predict that by 2040, 60% of our meat will be lab-grown or plant-based. However, the fastest and most obvious solution is to eat less, or no meat. In fact, more and more younger people are doing this. An agency called Acosta found that 26% of millennials in the UK are currently vegetarian or vegan. There is also a new movement called flexitarianism. Unlike vegetarians, flexitarians do not believe meat has to disappear completely from our diet. It's okay to eat a chicken sandwich from time to time. But they recommend eating much more fruit, vegetables, cereals and nuts to avoid the negative consequences of excessive meat-eating (such as heart disease), animal cruelty and, above all, environmental destruction. A UK charity called The Soil Association is meeting the government soon to suggest that schools have one day a week without meat. But politicians know that trying to control what people eat isn't always an easy decision. The UK government has already created a tax for sweet drinks, taken steps towards making school meals healthier and banned the sale of energy drinks to young children. Could they do something similar with meat one day? ... Should they?

1 **SPEAKING** Look at the title of the text and answer the questions.

- How do you think that eating less meat can save the planet?
- What do you think a 'flexitarian' diet is?

2 Read the text and check your predictions.

3 **CD 28** Read the text again and decide if the statements are True (T) or False (F). Write the number of the line(s) where you found the answer.

- You need to use a lot of water and food to produce meat. T/F
- According to the text, farmers are reducing rainforest to make space for animals. T/F
- In the future, there will be a lot more people living on Earth and there will be a lot more land to grow food, too. T/F

4 Lab-grown meat isn't as expensive as it used to be. T/F

5 Lab-grown beef will never really help to solve our food problems. T/F

6 It is particularly elderly people who are eating less meat now. T/F

7 Flexitarians are worried about how meat is produced. T/F

4 What do the underlined words in the text mean? Guess and then check in your dictionary.

5 Critical thinkers

In your opinion, does this text give you convincing arguments or statistics to reduce the amount of meat we eat?

What makes you say that?

Use ideas in the text and/or other facts, opinions and experiences to justify your opinion. Then share your ideas with a partner.

5



Critical thinkers

In your opinion, does this text give you convincing arguments or statistics to reduce the amount of meat we eat?

What makes you say that?

Use ideas in the text and/or other facts, opinions and experiences to justify your opinion. Then share your ideas with a partner.

Reach higher

page 137

Reading (page 45)

Answer the questions with information from the text on page 45. Use your own words.

- Why is eating meat bad for the planet?
- How can people like Professor Mark J Post help to solve this problem?
- What are the benefits of becoming flexitarian?
- What different things has the UK government done to improve young children's eating habits?

Reach higher page 137

How many words can you make with the letters in

ENCYCLOPAEDIA?

**pin, pen, pie, pan, dip, cycle,
place, pace, pale, plane, pencil,
pain, deep, and, pond, pony,
clone, cold, acid, opened...**



ENCOURAGE COLLABORATION AND RESPECT BETWEEN STUDENTS

- *Give explicit instructions and advice to do so.*
- *Make sure students have the language for this 'mediation'.*



An icon of transport in your country



Collaborative project 1

1 SPEAKING Starting point

What facts do you remember from the Culture exchange text about the London Underground on page 25? Check your ideas by looking back at the text. Do you know any other information about the London Underground that does not appear in it?

2 SPEAKING Project task

You want to inform students from other countries about transport in your country. Search the Internet for interesting information and facts about it. It can be any type of transport (land, air, sea, space), something that made just one or two important journeys, something that no longer exists, or something that people still use today. Prepare one of these:

- A a poster C a video message
B a presentation D an information leaflet.

Research areas

- what type of transport it is/was
- what is/was special about it
- when it started (and possibly ended)
- who and how many people use(d) it
- its development over time
- its appearance in films, books or popular culture
- any other interesting facts



3 Think about ...

Digital skills

When you find information that you want to use in your project, search for at least one other source that confirms it. Keep a record of URL links so that you can find the information again quickly and easily when you need it.

Academic skills

The texts that you find on the Internet may be too long and complex to include everything. Highlight or underline the main information and use it for your own text. Don't be afraid to use easier/more direct structures when you write.

Collaboration

When you work in a team, decide the best way to divide the work equally and fairly. You could all search for different information, for example. Or some people could look for information while others are responsible for preparing artwork. Make sure everyone is happy with the distribution of work.

Useful language

Who wants to ...? Are you happy doing ...? Can I ...? I'd like to ... Can I volunteer for ...? Why don't I/you/we ...?

Intercultural awareness

Compare the information you find out about your icon of transport from websites from your country and from international (e.g. UK/US) websites. Is it the same? If not, how is it different and what could explain that difference?

4 SPEAKING Project time

Do the project. Then present it to the class.

5 Evaluation

Give each project a mark from 1 to 5 (5 = very good) for these categories.

Content ☐ Design ☐ Presentation ☐ Language ☐

Collaboration

When you work in a team, decide the best way to divide the work equally and fairly. You could all search for different information, for example. Or some people could look for information while others are responsible for preparing artwork. Make sure everyone is happy with the distribution of work.

Useful language

Who wants to ...? Are you happy doing ...? Can I ...? I'd like to ... Can I volunteer for ...? Why don't I/you/we ...?

Collaboration

When you work in a team, it's essential to listen to everyone and let everybody contribute. Sometimes one or two people can dominate in a group, but the best teams have a balance between everybody, even including the quieter members of the team.

Useful language

That's a good idea. But what do you think, (Sara)? Let's listen to (Oscar), Who hasn't spoken?, It's (Olga's) turn to speak.

Collaboration

When you work in a team, it's OK to disagree with others. But it's always better to be polite and constructive.

Useful language

I see what you mean, but ..., I agree up to a point, but ..., That's true, but you could also argue that ..., Another way of looking at it is ..., Yes, but it's also true that ...

KEEP TEENS MOTIVATED ONLINE

- *You're a team*
- *Use class lists*
- *Less is more. If you can't correct it, don't ask students to do it*
- *Keep things clear, simple, and functional*
- *Celebrate every little victory*
- *Work on the positives, don't get bogged down by the negatives*



PLAN LESSONS CAREFULLY

- *Don't just plan in terms of the language you are going to teach or the skills you want students to practise.*
- *Bear in mind classroom management and student motivation.*
- *Think in terms of 'warmers' and 'coolers'.*

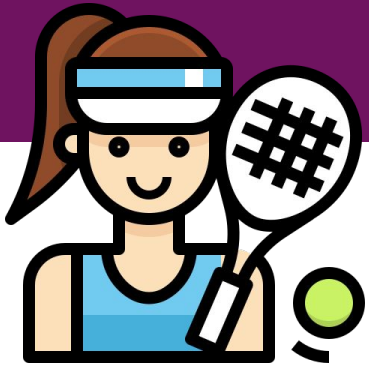


LESSON PLANNING

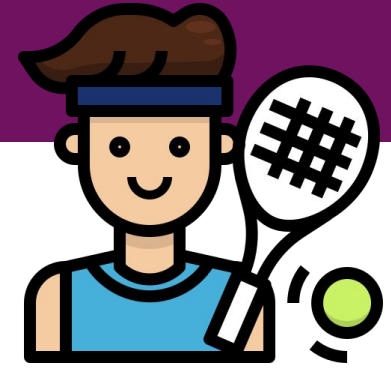
Some basic considerations to get the ideal balance

1. Relevance to the students.
2. Variety of skills work.
3. Variety of interaction.
4. Pace and timing.
5. Warmers and coolers.

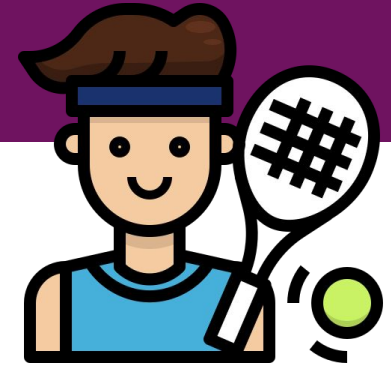
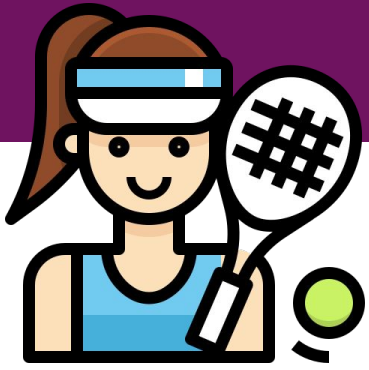
Word Formation Tennis



Teacher: Words with the prefix mis-



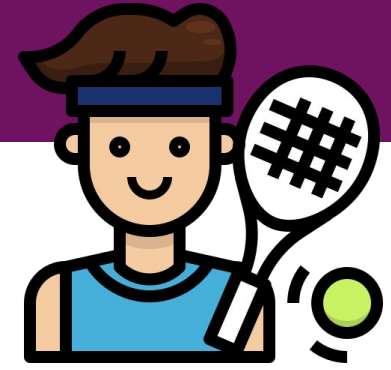
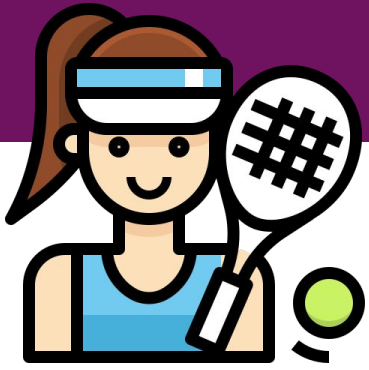
Word Formation Tennis



Teacher: Words with the prefix mis-

Team A: misunderstand

Word Formation Tennis

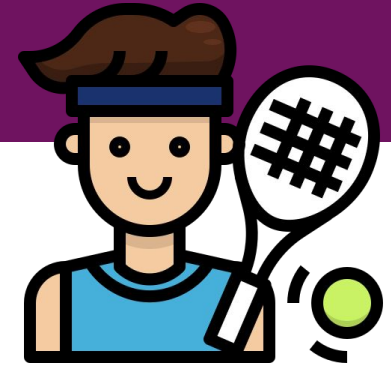
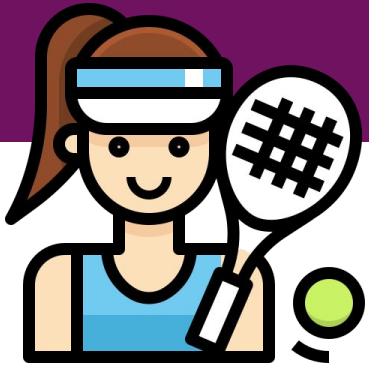


Teacher: Words with the prefix mis-

Team A: misunderstand

Team B: mishear

Word Formation Tennis



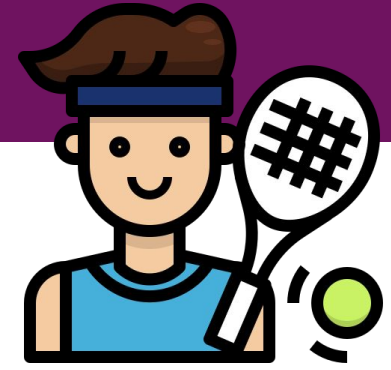
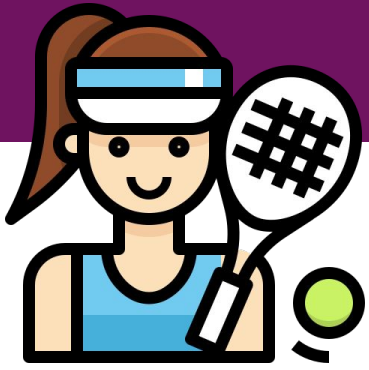
Teacher: Words with the prefix mis-

Team A: misunderstand

Team B: mishear

Team A: misconception

Word Formation Tennis



Teacher: Words with the prefix mis-

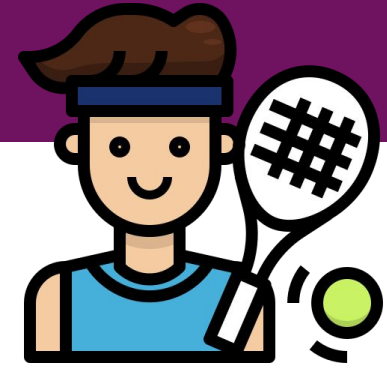
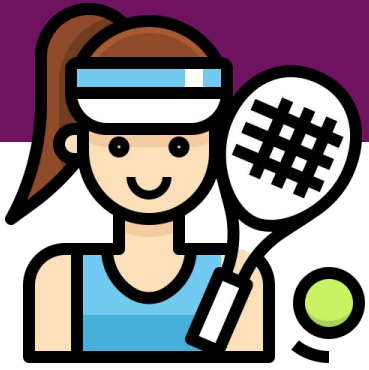
Team A: misunderstand

Team B: mishear

Team A: misconception

Team B: mispronounce

Word Formation Tennis



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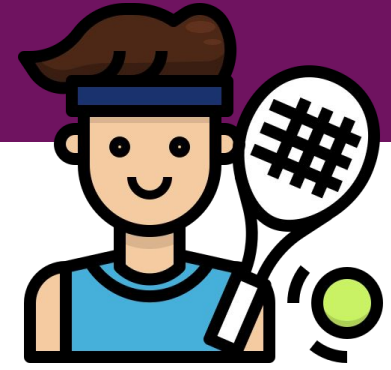
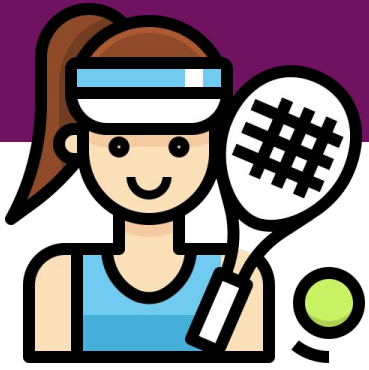
Team B: mishear

Team A: misconception

Team B: mispronounce

Team A: ??? Miss America???

Word Formation Tennis



Teacher: Words with the prefix mis-

Team A: misunderstand

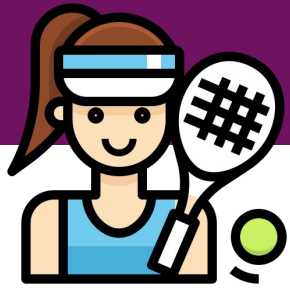
Team B: mishear

Team A: misconception

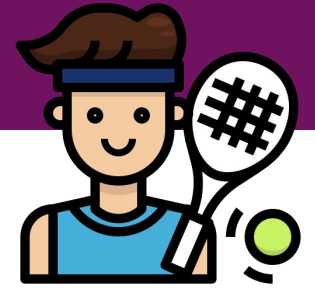
Team B: mispronounce

Team A: ??? Miss America???

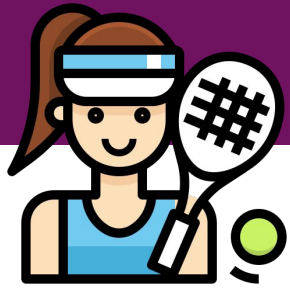
Teacher: Team B winning 0-15.



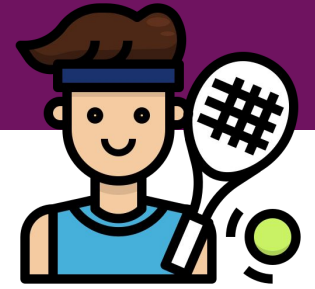
Word Formation Tennis



Teacher: Words with the suffix -ness

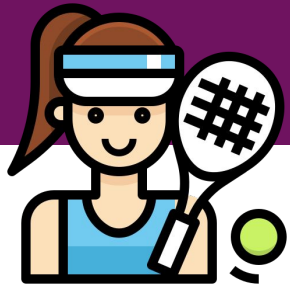


Word Formation Tennis

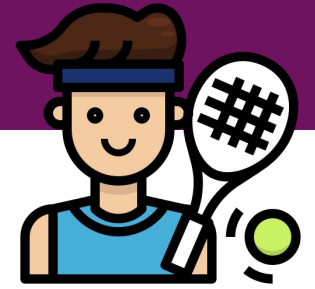


Teacher: Words with the suffix -ness

Team A: kindness



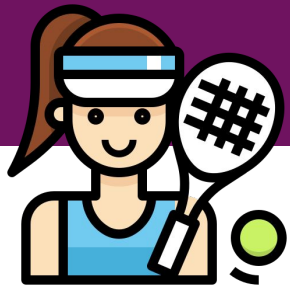
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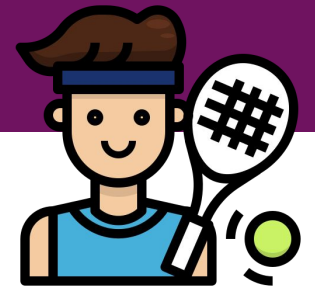
Teacher: Words with the suffix -ness

Team A: kindness

Team B: sadness



Word Formation Tennis

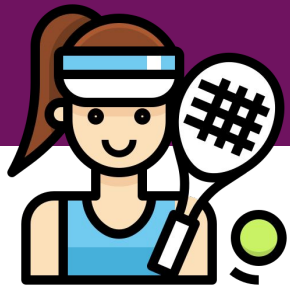


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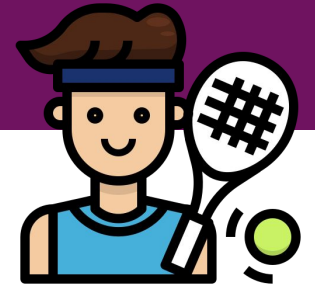
Team A: kindness

Team B: sadness

Team A: darkness



Word Formation Tennis



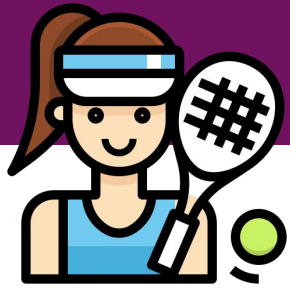
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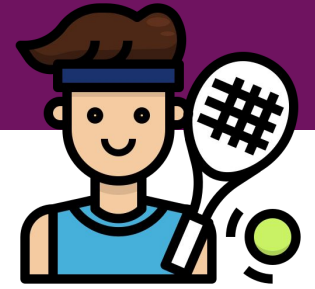
Team A: darkness

Team B: sadness

Team B: happiness



Word Formation Tennis



Teacher: Words with the suffix -ness

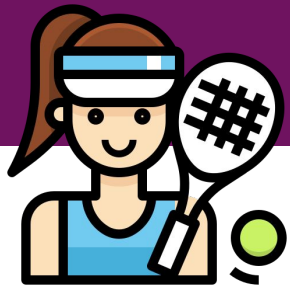
Team A: kindness

Team B: sadness

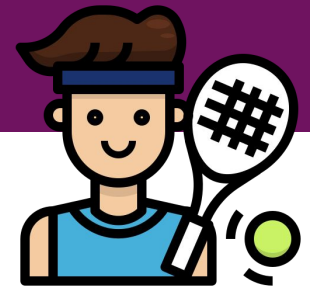
Team A: darkness

Team B: happiness

Team A: Loch Ness???



Word Formation Tennis



Teacher: Words with the suffix -ness

Team A: kindness

Team B: sadness

Team A: darkness

Team B: happiness

Team A: Loch Ness???

Teacher: Team B winning 0-30.

Word Formation Dictation

MIS-	UNDER-	-NESS	-SHIP

REMEMBER THEY'RE TEENS!

Game-like activities can maximise involvement, motivation, energy levels, interest...









REMEMBER YOU'RE THE ADULT IN THE ROOM!

*Students learn from **WHAT** we teach, but
also **HOW** we teach it and **HOW WE** behave.*

**According to teenage students,
what are the characteristics of
the ‘perfect teacher’?**

Can you guess the Top 10 traits/adjectives,
as voted for by teens?

‘The 25 Traits that make a perfect Secondary School Teacher’
The Times Educational Supplement
Georgia Ziebart, 21st July 2017

1. Funny

2. Fair

3. Understanding

4. Helpful/supportive

5. Good listener

6. Inspiring

7. Knowledgeable

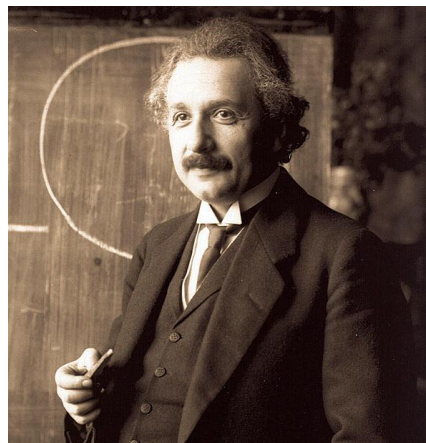
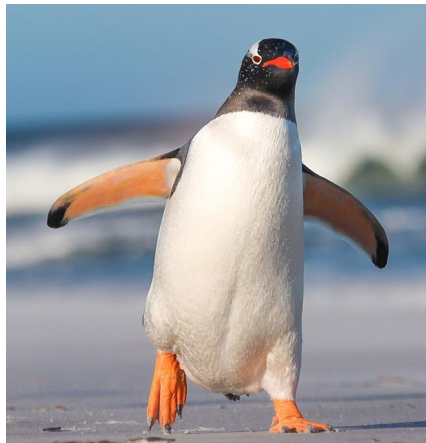
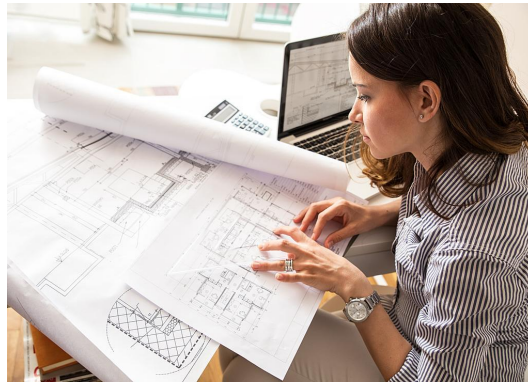
8. Patient

9. Passionate

10. Fun

- | | | |
|-----------------------|------------------|------------------------|
| 1. Funny | 11. Respectful | 16. Approachable |
| 2. Fair | 12. Good speaker | 17. Organised |
| 3. Understanding | 13. Trustworthy | 18. Kind |
| 4. Helpful/supportive | 14. Confident | 19. Rewarding |
| 5. Good listener | 15. Reliable | 20. Friendly |
| 6. Inspiring | | 21. Gives chances |
| 7. Knowledgeable | | 22. Accepting |
| 8. Patient | | 23. Calm |
| 9. Passionate | | 24. Good at explaining |
| 10. Fun | | 25. Adaptable |

So, what does the ‘perfect teacher’ look like?





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Thank you!



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EXTRA MATERIALS

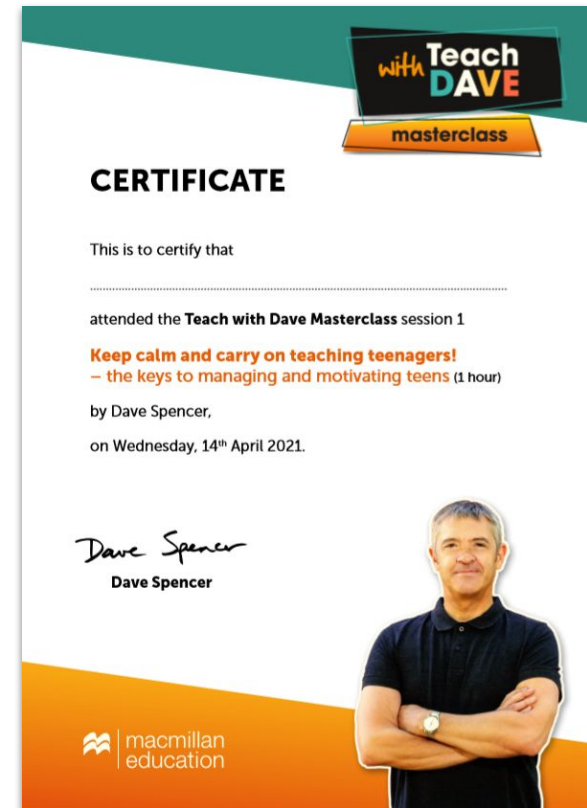


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- a handout with different activities to try and test with your students
- a podcast with Dave Spencer,
- a link to the recording of the session,
- a link to your personalised certificate of attendance.

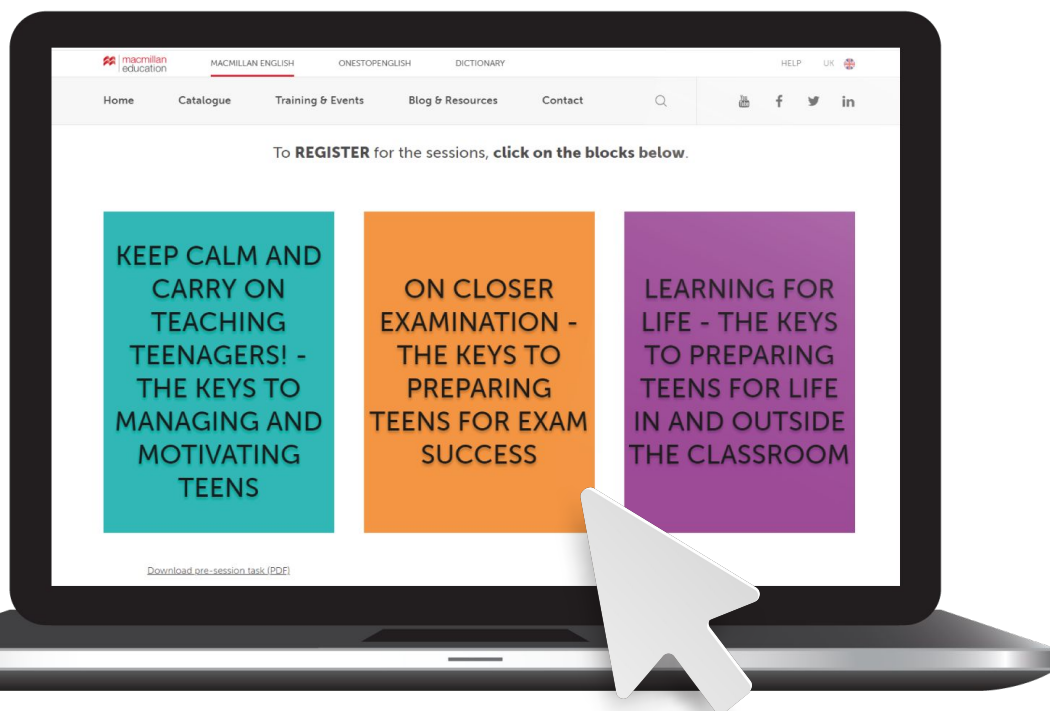


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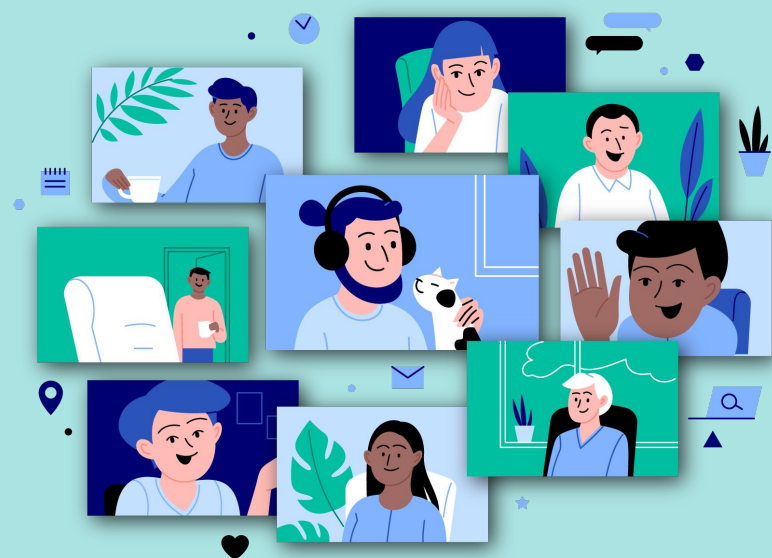
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12th May, 2 pm, UK time



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